

**MINUTES
GENERAL FACULTY MEETING
October 14, 2021 – 3:45 pm, Fine Arts Center Theater**

- I. Meeting was called to order by Chair Gourley at 3:49 pm**
- II. Minutes from the April 6, 2021 were approved as posted**
- III. Elections**

Institutional Effectiveness – Jessica McCutcheon (2023)

- IV. Report from the Executive Committee**

FMU – 2022 – 2023 Budget requests:

Tuition Mitigation Support - up to \$2M recurring, but ultimately it will be weighted on in-state enrollment;

Environmental Sciences/Forestry Building - \$18M nonrecurring;

Environmental Sciences/ Forestry Support - \$950K recurring; and

Enhanced Security Coverage to Remote Site University Buildings - \$500K nonrecurring.

Dr. Carter announced the creation of three fully funded endowed scholarships to honor three members of the African American Faculty Staff Coalition. These three endowed scholarships are in honor of Dr. Joseph Heyward, Mr. Steven Sims, and Mr. Carlton Sellers. Thanks to the collaborative effort by the AAFSC, FMU, and the Education Foundation - these three additional scholarships bring the African American Faculty Staff Coalition scholarships to a total of ten.

To date: FMU has distributed over 130 vaccines

Dr. Shawn Smolen-Morton has graciously agreed to again serve as Parliamentarian for the 2021 - 2022 Academic year

- V. Report from the Faculty Senate (*See the attachment for complete proposals. See the appendix for supporting materials.*)**

1. Proposal from the Department of Mass Communication – *All items passed as written.*

- A. Delete Sports Journalism option
- B. Delete Sports Journalism track
- C. Delete prerequisite for 225
- D. Delete prerequisite for 330
- E. Delete prerequisite for 475
- F. Modify minor description
- G. Modify prerequisite for 201
- H. Delete prerequisite for 221

- I. Modify prerequisite for 230
- J. Modify prerequisite for 240
- K. Modify prerequisite for 304
- L. Delete prerequisite for 320
- M. Modify prerequisite for 321
- N. Delete prerequisite for 397
- O. Modify prerequisite for 402
- P. Modify prerequisite for 410
- Q. Modify prerequisite for 420
- R. Modify prerequisite for 421
- S. Modify prerequisite for 430
- T. Delete prerequisite for 440
- U. Modify prerequisite for 497

2. Proposal from the Department of Biology – All items passed as written.

A. Add the major, minor, and collateral of Environmental Science and Environmental Studies Degrees

B. Add the major, minor, and collateral of Environmental Science and Environmental Studies under Department & College/School Organization

C. Add Environmental Science and Environmental Studies Courses

D. Add Four Year Plans for the Environmental Science and Environmental Studies Courses

E. Modify 103

F. Add BIOL 440 and BIOL 442

G. Delete listing of Environmental Studies Option from Interdisciplinary Programs

H. Delete Environmental Science Option in Biology

I. Delete Environmental Studies from Interdisciplinary Programs

J. Modify General Education Requirements for Natural Sciences

3. Proposal from the Department of Political Science and Geography – All items passed as written.

A. Modify POLI 101

B. Modify POLI 103

C. Modify GEOG 215

D. Add GEOG 355

E. Add POLI 250, POLI 351, and POLI 355

F. Modify major requirements for political science

G. Modify political science international affairs track

4. Proposal from the Department of English, Modern Languages, & Philosophy – Item passed as written.

A. Add PRS 316

5. Proposal from the School of Education – All items passed as written.

- A. Add Master of Arts in Teaching program – Early Childhood Education or Elementary Education
- B. Delete box with Master of Arts in Teaching
- C. Add program requirements for Master of Arts in Teaching – Early Childhood Education
- D. Add program requirements for Master of Arts in Teaching – Elementary Education
- E. Add course descriptions for EDUC 529, 530, 533, 534, and 548
- F. Add course description for EDUC 649
- G. Add course description for EDUC 773 and 774
- H. Change graduate degree options in catalog
- I. Add Master of Arts in Teaching program – Multi-Categorical Special Education
- J. Add program requirements for Mater of Arts in Teaching – Multi-Categorical Special Education
- K. Add course descriptions for EDUC 702, 703, 712, 713, 718, and 719
- L. Add course description for EDUC 772
- M. Change academic program options in catalog
- N. Change graduate degree options in catalog
- O. Modify supervised internship courses
- P. Modify EDUC 745
- Q. Modify EDUC 759
- R. Modify EDUC 760
- S. Modify EDUC 761
- T. Modify EDUC 762
- U. Modify EDUC 763
- V. Modify EDUC 770
- W. Modify course listings for Master of Education – Learning Disabilities
- X. Modify course listings for Master of Arts in Teaching – Learning Disabilities
- Y. Modify EDUC 555
- Z. Modify EDUC 599
- AA. Modify EDUC 635
- BB. Modify EDUC 636
- CC. Add Accelerated Master of Arts in Teaching in Early Childhood Education
- DD. Add Accelerated Master of Arts in Teaching in Elementary Education

6. Proposal from the Honors Program – All items passed as written.

- A. Modify 397
- B. Modify Admissions criteria

7. Proposal from the Department of Psychology – All items passed as written.

- A. Modify 270
- B. Modify 370
- C. Modify 470

8. Proposal from the Academic Affairs Committee – All items passed as written.

- A. Removal of flowcharts from the review of the General Education Report

VI. Candidate for Professor Emeritus/a (2021) – All items passed.

Assistant Professor Susan Grubbs, Nursing: – 2005 – 2021
Professor Larry Anderson, Fine Arts – 2000 - 2021

Criteria: The title Emeritus/a will be conferred on Assistant, Associate, or Full professors upon retirement from a minimum of twelve years' full-time faculty service. Emeritus/a candidates will be identified by department chairs or deans, forwarded to the chairperson of the general faculty, presented for approval by simple majority vote at a meeting of the general faculty, and submitted for concurrence to the president of the university. These criteria are retroactive: faculty having already retired are eligible for this title provided they meet these criteria.

VII. Old Business - None

VIII. New Business - None

IX. Announcements – Upcoming events and activities were discussed

X. Meeting was adjourned by Chair Gourley at 4:20 PM

Attachment to the General Faculty Meeting Agenda – October 14, 2021

V. Report from the Faculty Senate

1. Proposal from the Department of Mass Communication

A. DELETE on page 107 option d) Sports Journalism and its description:

d) Sports Journalism: Mass Communication 330 and Mass Communication 475, plus six additional hours from the Sports Journalism

list, each approved by faculty adviser

B. DELETE on page 107 Sports Journalism track:

~~Sports Journalism~~

~~225 Introduction to Sports Broadcasting~~

~~230 Mass Communication Practicum~~

~~304 Photojournalism~~

~~475 Sports, Media and Society~~

~~498 Communication Internship~~

RATIONALE FOR A AND B: Mass Communication is no longer offering a Sports Journalism Track. This track did not facilitate the increased interest in enrollment that its originators had hoped. It held only three to four students while the other tracks host fifteen to twenty-five steadily. Its removal allows the department to focus efforts and resources on increasing the quality of our three primary tracks. The courses will still be offered as elective options, but they will not satisfy a specific track.

C. DELETE on page 107 prerequisite for 225 Introduction to Sports Broadcasting:

225 Introduction to Sports Broadcasting (3) (~~Prerequisite: Completion of foundation courses or permission of the department~~) Provides instruction in multiple facets of broadcasting sports, including play-by-play, color commentary, interviewing, and sports talk. The course provides opportunity to develop oral and composition skills required in obtaining the first job, as well as career guidance. The course will consist of assigned reading, research, analyzing historic audio clips, and student-produced recordings.

RATIONALE: Because Sports Journalism is no longer a track offered by the program, this course will become an elective only. Therefore, there is no need for the prerequisite.

D. DELETE on page 108 the prerequisite for 330 Covering Sports:

330 Covering Sports (3) (~~Prerequisite: Completion of foundation courses or permission of the department~~) Provides instruction in conventional methods of covering sports for the media. The course provides opportunities for students to develop skills in designing products about sports for the print media, broadcasting and sports information services.

RATIONALE: Because Sports Journalism is no longer a track being offered, this course will become an elective only option. This removes the necessity for any prerequisite requirements or special permission. It will allow a wider range of students to take the course and increase enrollment.

E. **DELETE** on page 108 the prerequisite for 475 Sports, Media, and Society:

475 Sports, Media, and Society (3) (~~Prerequisite: Completion of foundation courses or permission of the department~~) Examination of impact sports has upon our society from the way it is covered by the media. Analysis of the historical and sociological aspects of the correlation between the media, sports, and society.

RATIONALE: Sports Journalism is no longer a track offered by the program. Therefore, this course becomes an elective-only option for students. The removal of these prerequisites will increase interest and enrollment in the course when it is offered for elective credit options.

F. **MODIFY** on page 107 minor description:

FROM

A minor in Mass Communication requires 18 semester hours to consist of: Mass Communication 110, 201, 210, 221, 301, and 451.

TO

A minor in Mass communication requires 18 semester hours to consist of: Mass Communication 110, 201, 210, 221, and 6 additional credit hours in MCOM electives.

RATIONALE: To offer students more variety of choice for a couple of the classes they take to complete the minor. It allows them to focus, to a degree, their minors on a specific area of interest.

G. **MODIFY** on page 107 the prerequisite for 201 News and Feature Writing:

FROM

201 News and Feature Writing (3) (Prerequisite: A grade of C or higher in English 102)

TO

201 News and Feature Writing (3) (Prerequisite: A grade of C or higher in English 102 or permission of department)

RATIONALE: To account for the rare cases in which students still need to take or re-take English 101, they could be granted departmental permissions to take this foundations course for their major.

H. **DELETE** on page 107 the prerequisite for 221 Introduction to Broadcast Journalism:

221 Introduction to Broadcast Journalism (3) (~~Prerequisite: Approval of adviser and completion of 110 and 201~~) An introduction to the basics of both television news studio and field production techniques. Emphasis will be placed on news gathering procedures including writing, editing, and putting together news stories for broadcast

RATIONALE: MCOM 221 is an introductory course and does not require the previous prerequisites for successful completion. Foundation courses need not be taken in sequence for this program.

I. **MODIFY** on page 107 the prerequisite for 230 Mass Communication Practicum:

FROM

230 Mass Communication Practicum (1) (~~Prerequisite: Mass Communication 201 and permission of the department~~)

TO

230 Mass Communication Practicum (1) (~~Prerequisite: Permission of the department~~)

RATIONALE: It has been determined that the MCOM 201 requirement is not necessary. To facilitate increased opportunities for students to enroll in the course, the removal of 201 is necessary.

J. **MODIFY** on page 107 the prerequisite for 240 Social Media Impact on Journalism:

FROM

240 Social Media Impact on Journalism (3) (~~Prerequisite: Completion of foundation courses or permission of the department~~)

TO

240 Social Media Impact on Journalism (3) (~~Prerequisite: Permission of the department~~)

RATIONALE: Due to the number of foundational courses required, students must often pass on opportunities for valuable classes. Therefore, by removing the requirement that all foundational courses be completed in advance of this option, students are afforded better opportunities to fill out the degree plans more efficiently.

K. **MODIFY** on page 107 the prerequisite for 304 Photojournalism:

FROM

304 Photojournalism (3) (Prerequisite: Completion of foundation courses or permission of the department)

TO

304 Photojournalism (3) (Prerequisite: Permission of the department)

RATIONALE: Due to the number of foundational courses required, students must often pass on opportunities for valuable classes. Therefore, by removing the requirement that all foundational courses be completed in advance of this option, students are afforded better opportunities to fill out the degree plans more efficiently.

L. **DELETE** on page 108 the prerequisite for 320 Broadcast Presentation Skills:

320 Broadcast Presentation Skills (3) (~~Prerequisite: Completion of foundation courses or permission of the department~~) Introduces students to the techniques involved in effective vocal delivery and on-camera presentation. Students practice the skills required to work as reporters, announcers, anchors, program hosts, spokespersons and other positions that require the individual to be on radio or television. A course for any student interested in broadcasting, mass communication, business, sports management, or sports communication.

RATIONALE: While this course is part of the Broadcast Journalism track, there are no foundational courses that directly prepare students for this course. It is a course that can be taken without existing knowledge offered in foundation courses. Removal of these broad prerequisites increases the availability of the course to more students, which should increase interest and enrollment.

M. **MODIFY** on page 108 the prerequisite for 321 Broadcast Field Production and Reporting:

FROM

321 Broadcast Field Production and Reporting (3) (Prerequisite: Completion of foundation courses or permission of the department)

TO

321 Broadcast Field Production and Reporting (3) (Prerequisites: MCOM 221 or permission of the department)

RATIONALE: It has been determined that MCOM 221 is the primary minimum requirement for 321, regardless of completion status relating to all foundation courses.

N. **DELETE** on page 108 the prerequisite for 397 Debate and Forensics Symposium:

397 Debate and Forensics Symposium (1) (Prerequisite: SPCO101 with a grade of “B” or higher). Examine the use of rhetoric, evidence and effective presentation style in the context of organized, competitive debate. Emphasis on development of skills that will prepare students for intercollegiate competition. Students may earn a maximum of 3 credit hours in 397.

RATIONALE: This course is specifically designed to focus on debate strategies and practices. Therefore, the Speech 101 requirement with a B or higher has been deemed an excessive limitation to student interest in the course. This course will provide students with a firm education in very nuanced presentation skills that do not require a pre-existing experience in Speech 101. This will open the course to a much wider range of students.

O. **MODIFY** on page 108 the prerequisites for 402 online Journalism:

FROM

402 Online Journalism (3) (Prerequisite: Completion of foundation courses or permission of the department)

TO

402 Online Journalism (3) (Prerequisite: MCOM 201 or permission of the department)

RATIONALE: It has been determined that MCOM 201 is the primary minimum requirement for this course, regardless of completion status of all foundation courses.

P. **MODIFY** on page 108 the prerequisite for 410 Advanced Public Relations:

FROM

410 Advanced Public Relations (3) (Prerequisite: 310)

TO

410 Advanced Public Relations (3) (Prerequisite: MCOM 310 or permission of the department)

RATIONALE: Current events have identified the need for departmental discretion. While 310 is a base requirement for the course, the changes suggested allow for a contingency plan for unexpected situations.

Q. **MODIFY** on page 108 the prerequisite for 420 Contemporary Issues in Public Relations:

FROM

420 Contemporary Issues in Public Relations (3) (Prerequisite: Completion of foundation courses or permission of the department)

TO

420 Contemporary Issues in Public Relations (3) (Prerequisite: MCOM 210)

RATIONALE: MCOM 210 is the minimum requirement for 420. Completion of all foundation courses is unrealistic and exceeds more than is necessary for the course.

- R. **MODIFY** on page 108 the prerequisite for 421 Advanced Broadcast Journalism: Reporting and Producing:

FROM

421 Advanced Broadcast Journalism: Reporting and Producing (Prerequisite: 321)

TO

421 Advanced Broadcast Journalism: Reporting and Producing (Prerequisite: MCOM 321 or permission of the department)

RATIONALE: MCOM 321 is the minimum requirement for 420. Completion of all foundation courses is unrealistic and exceeds more than is necessary for the course.

- S. **MODIFY** on page 108 the prerequisite for 430 Critical issues in Mass Communication:

FROM

430 Critical Issues in Mass Communication (3) (Prerequisite: Completion of foundation courses or permission of the department)

TO

430 Critical Issues in Mass Communication (3) (Prerequisite: Permission of the department)

RATIONALE: This course can be taken as an elective option, and there are no other courses that immediately inform MCOM 430. Therefore, department permission for the course is sufficient.

- T. **DELETE** on page 108 the prerequisite for 440 Convergence Journalism:

440 Convergence Journalism (3) (Prerequisite: Completion of foundation courses or permission of the department) Development of journalistic skills for the multimedia work place. Assignments designed to refine reporting, writing, and presentation skills for each of the new converged platforms: online, television, and newspaper. Cultural values which inhibit crossover presentations will be discussed.

RATIONALE: This course offers students exposure to journalistic skills in workplaces with a high degree of engagement of multimedia platforms. While Convergence Journalism is a specific track offered, this course is beneficial to all students in the program due to the increasing likelihood that they will be engaging post-graduate employers who deal with multimedia materials. Therefore, the removal of these requirements opens the course to more of the majors who would benefit from it.

U. **MODIFY** on page 108 the prerequisite for 497 Special Studies:

FROM

497 Special Studies (3), (2), or (1) (Prerequisite: 300 or permission of chair)

TO

497 Special Studies (3), (2), or (1) (Prerequisite: Permission of the department)

RATIONALE: The department chair and professors have determined that permission of the department is more than adequate for enrollment in MCOM 497 as these courses are created only after much discussion and planning have been done. Equally important is that enrollment in this course is closely vetted by the professor and department chair.

2. Proposal from the Department of Biology

A. **ADD** on page 65 of the current catalog:

ENVIRONMENTAL SCIENCE AND STUDIES DEGREES

Coordinator: Dr. Jeff Steinmetz

The Environmental Science and Studies program seeks to educate and train the next generation of environmental professionals. By using critical thinking skills and understanding environmental issues from an interdisciplinary perspective, students learn how to understand and solve current and future environmental challenges. The Bachelor of Science degree in Environmental Science is for students wishing to pursue careers in conservation biology, environmental science, natural resource management and related fields. The Bachelor of Arts degree in Environmental Studies is for students wishing to pursue careers in business, environmental economics, environmental justice, environmental law and policy, sustainability and related fields.

MAJORS

Environmental Science

A major in Environmental Science will require completion of the following courses. These include General Education courses, core Environmental Science classes, and interdisciplinary courses related to Environmental Science.

General Education Requirements	36 hours
Communications	9 hours
English 101, 102.....	6
Speech Communication 101.....	3
Social Sciences	9 hours
Political Science 101 or 103.....	3
Economics 203.....	3
Sociology 201.....	3
Humanities	12 hours
Literature.....	3
Art 101, Music 101, or Theater 101.....	3
History	3
Humanities Elective.....	3
Mathematics	6 hours
Math 111 or higher	6
Environmental Science Core	14 hours
ENVR 101.....	4
ENVR 102.....	3
ENVR 201.....	3
ENVR250/POLI250	3
ENVR 499.....	1
Environmental Science Interdisciplinary Classes	55
Biology	20 hours
BIOL 105/115 or 107.....	4
BIOL 106 or 108.....	4
BIOL 210.....	4
BIOL Electives – Choose 2 of the following,	
At least 4 hours must be at the 300 level or above.....	8
BIOL 201, BIOL 202, BIOL 206, BIOL 207,	
BIOL 208, BIOL 209, BIOL 212, BIOL 307,	
BIOL 308, BIOL 312, BIOL 313, BIOL 317,	
BIOL 318, BIOL 320, BIOL 400, BIOL 411,	
BIOL 412, BIOL 413, BIOL 440, BIOL 442	
Chemistry	16 hours
CHEM 111 and 111L.....	4
CHEM 112 and 112L.....	4
CHEM 203.....	4
CHEM 313.....	4
English	
ENGL 318.....	3

Economics	
ECON 340:	3
Geography Elective – Choose 1 from the following.....	3
GEOG 105, GEOG 215	
Sociology Elective – Choose 1 from the following.....	3
SOC 331, SOC 351, SOC 388	
Political Science Elective – Choose 1 from the following.....	3
POLI 202, POLI 203, POLI 205, POLI 206, POLI 215,	
ENVR 351/POLI 351, ENVR 355/POLI 355	
Physical Science	
PSCI 101: Physical Science I.....	4

Open Electives 15

Total hours required for graduation.....120

Recommendations: Biology 413: Biostatistics and Research Methods is strongly recommended

Environmental Studies

A major in Environmental Studies will require completion of the following courses. These include General Education courses, core Environmental Studies classes, and interdisciplinary courses related to Environmental Studies

General Education Requirements	52 hours
Communications	21 hours
English 101, 102.....	6
Speech	3
Foreign Language.....	12
Social Sciences	9 hours
Political Science 101 or 103.....	3
Economics 203.....	3
Sociology 201.....	3
Humanities	12 hours
Literature.....	3
Art 101, Music 101, or Theater 101.....	3
History	3
Humanities Elective.....	3
Mathematics	6 hours
Math 111 or higher	6
Science Elective	4 hours
Chemistry, Physics or Physical Science.....	4
Environmental Studies Core	11 hours
ENVR 101.....	4

ENVR 102	3
ENVR 250.....	3
ENVR 499.....	1
Environmental Studies Electives – Choose 3:	9 hours
ENVR 201.....	3
ENVR 316/PRS 316.....	3
ENVR 351/POLI 351.....	3
ENVR 355/POLI 355	3
Environmental Studies Interdisciplinary Classes	33 hours
Business	
BUSI 150.....	3
English	
ENGL 318.....	3
Economics	
ECON 204.....	3
ECON 340.....	3
Geography	
GEOG 105.....	3
GEOG 215.....	3
Management	
MGT 351.....	3
Sociology Elective – Choose 2 from the following.....	6
SOCI 331, SOCI 351, SOCI 388	
Political Science Elective – Choose 2 from the following.....	6
POLI 202, POLI 203, POLI 205, POLI 206, POLI 215	
Open Electives	15
Total hours required for graduation.....	120

MINOR

A minor in Environmental Science and Studies consists of 18 hours to include ENVR 101 and 14 additional hours of Environmental Science and Studies related courses listed below. No more than 12 hours may be below the 199 level, no more than two classes may be from any one discipline.

COLLATERAL

A collateral in Environmental Science and Studies consists of 12 hours to include ENVR 101 and 8 additional hours of Environmental Science and Studies related courses listed below. No more than eight hours may be below the 199 level, no more than two classes may be from any one discipline.

Courses eligible for the Environmental Science and Studies minor and collateral include the following. Other courses may be included with the approval of the department. Biology majors may not count Biology classes towards the Environmental Science and Studies minor or collateral.

BIOL 105/115: Biological Science I
BIOL 106: Biological Sciences II
BIOL 107: Integrated Biological Concepts I
BIOL 108: Integrated Biological Concepts II
BIOL 210: Conservation Biology
BIOL 212: Natural History of South Carolina
BIOL 318: Tropical Ecology
BIOL 400: Fisheries Science and Management
BIOL 440: Ecotoxicology
BIOL 442: Wildlife Biology
CHEM 111/L: General Chemistry I
CHEM 112/L: General Chemistry II
ECON 340: Environmental and Natural Resource Economics
ENVR 102: Introduction to Sustainability
ENVR 201: Water Quality and Water Resource Management
ENVR 250: Introduction to Environmental Law and Policy
ENVR 306: Special Topics in Environmental Science
ENVR 316: Environmental Ethics
ENVR 351: U.S. Environmental Policy and Politics
ENVR 355: International Environmental Policy and Politics
GEOG 105: Physical Geography
GEOG 215: Introduction to Mapping and GIS
SOC 331: Environment, Power and Opportunity
SOC 351: Crimes Against the Environment
SOC 388: Disasters and Extreme Events

OTHER INFORMATION

To advance to higher level environmental science courses, a student must earn a grade of C or higher in each prerequisite environmental science course. Internships and 498 do not fulfill the requirements of environmental science electives for an environmental science major, minor or collateral.

B. ADD on page 62 of the current catalog:

Department of Biology
Biology (B.A., B.S., minor, collateral)
Environmental Science (B.S.)
Environmental Studies (B.A.)
Environmental Science and Studies (minor, collateral)

Rationale for A and B: The world faces an increasing number of environmental problems, and will require a growing number of environmental professionals to meet these challenges. The U.S. Bureau of Labor Statistics estimates an 7.8% increase in environmental job growth from 2019-2029, faster than the average for all occupations. There is an even larger 20% increase predicted by Projections Central for South Carolina. Business Insider recently listed environmental scientists and specialists among the top 20 high-paying, low stress jobs growing through the 2020s.

To help meet this need, Dr. Carter and Dr. King put together an Environmental Science and Studies Feasibility Committee to assess the viability of an Environmental Science and Studies program at FMU. The committee was comprised of Chris Barton, Lisa Eargle, Larry Engelhardt, Jennifer Kelley, Caroline Padgett, Jeff Steinmetz, Dillon Stone Tatum, Jennifer Titanski-Hooper, Kris Varazo, and Paul Zwiers. The following curriculum was put together based on recommendations by this committee, plus consultation with various department chairs.

We are proposing two new undergraduate majors: Environmental Science and Environmental Studies. Environmental Science will be a Bachelor of Science degree for those who wish to pursue careers in areas such as conservation biology, environmental science, and related disciplines. The Environmental Studies degree will be a Bachelor of Arts for those who wish to pursue careers such as environmental law, environmental justice, environmental nonprofits, environmental economics, and sustainability. The above sections, A-C, provide the catalogue description of these programs.

C. **ADD** on page 70 of the current catalog:

ENVIRONMENTAL SCIENCE AND STUDIES COURSES (ENVR)

101 Introduction to Environmental Science (4:3-3) (Same as Biol 103) A study of the needs of human beings for food, energy and other natural resources and the effects of their actions on the air, water, soil, plants and other animals. The diversity of life, ecology and evolution will be included. Throughout the course the process of doing science will be emphasized. Credit cannot be received for both BIOL 103 and ENVR 101.

102 Introduction to Sustainability (3) This class provides a broad overview of issues associated with sustainability, from both a U.S. and international perspective. Students will learn the basic concepts of sustainability, explore the science of sustainability, look at practical applications of sustainability by governments and businesses, and learn how to measure sustainability.

201 Water Quality and Water Resource Management (3) (Prerequisite: ENVR 101) With growing challenges from population growth, economic growth, and climate change, understanding water related issues is critical to any city, state or country's future success. This class provides students with an overview of water resource management, with a special emphasis on water quality. Topics will include surface and groundwater issues, water related health issues, water treatment, water management and planning, water economics, and water laws and policy.

250 Introduction to Environmental Law (3) (Prerequisite: POLI 101 or 103) (Same as POLI 250) This class introduces students to the major statutes and policies used to protect humans and the environment, including current challenges related to climate change. The class will additionally look at enforcement issues, the role of the market, and constitutional issues related to environmental regulation. Credit cannot be received for both POLI 250 and ENVR 250.

306 Special Topics in Environmental Science and Studies (1), (2), (3), or (4) (Prerequisite: ENVR 101 or permission of the department) In-depth study of an area of interest in environmental science and studies. Different areas of study offered on a rotating basis. May be taken twice for academic credit with departmental approval.

316 Environmental Ethics (3) (Same as PRS 316) This course discusses ethics with specific reference to environmental issues. Specific issues include, among others: obligations to non-human animals, equitable distribution of scarce resources, development, and issues in environmental aesthetics. Credit cannot be received for both PRS 316 and ENVR 316.

351 U.S. Environmental Policy and Politics (3) (Prerequisite: POLI 101 or 103) (Same as POLI 351) Examines the governmental institutions (federal, state, and local), the non-governmental actors and organizations, and the governmental and political processes that interact to shape and create environmental public policy in the United States. Credit cannot be received for both POLI 351 and ENVR 351.

355 Global Environmental Policy and Politics (3) (Prerequisite: POLI 101 or 103) (Same as POLI 355/GEOG 355) Students examine how environmental processes interact with social, political, and economic processes and institutions around the world. This course traces the historical and theoretical perspectives that influence global environmental policy and management, explores how multiple identities (e.g. gender, culture, race, and nation) impact the experience of environmental politics, and applies these theoretical and experiential perspectives to contemporary environmental issues (e.g. climate change, resource use, energy policy, and agriculture). Credit cannot be received for both POLI 355/GEOG 355 and ENVR 355.

497 Special Studies (3), (2), or (1) (Prerequisite: ENVR 101 and permission of the department) F, S, SU. Open only to juniors or seniors with a grade point average of 2.5 or higher in their major courses. A maximum of 3 semester hours may be earned. Academic Committee approval required for each seminar and practicum. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (3 hours) towards the Honors degree by special arrangement.

498 Environmental Science & Studies Internship (1) or (2) (Prerequisite: ENVR 101 and permission of the department) Independent work under the direction of a professional biologist which may include teaching, research, or other service. A maximum of 3 semester hours may be earned. Earned hours do not fulfill the requirements of environmental science or environmental studies for their respective majors, minors or collaterals.

499 Environmental Science & Studies Capstone Seminar (1) (Prerequisite: ENVR 101 and junior standing) Capstone class for Environmental Science and Studies majors. Topics will

include review of major issues in the field, as well as career / graduate program preparation, including resumes, job interviews, graduate school applications, etc.

RATIONALE for C: The above courses are being added to support the two new degrees discussed above: Environmental Science and Studies. The additions will all appear in the catalogue section relating to environmental science, though some courses (ENVR 101, ENVR 250, ENVR 351 and ENVR 355) will be cross listed with Biology or Political Science and Geography. These new classes are being created for two reasons: 1) to fill in gaps in our existing curricula as it relates to environmental issues, and 2) to create environmental science and studies specific versions of internships, research projects and senior seminars (similar to what already exists in Biology). The four year plans show both Environmental Science and Environmental Studies degrees can meet the requirements outlined in section B within four years.

D. **Add** on p. 71 of the current catalog:

FOUR YEAR PLAN FOR ENVIRONMENTAL SCIENCE MAJORS

Freshman Year

Course Sem. Hrs.	Fall	Course	Spring
	Sem. Hrs.		Sem. Hrs.
English 101	3 or 4	English 102	3
Math 111	3	Sociology 201	3
Political Science 101 or 103	3	Econ 203	3
University Life	1	ENVR 102	3
ENVR 101	4	Biol 105/115 or 107	4
Total Credits	14 or 15	Total Credits	16

Sophomore Year

Course Sem. Hrs.	Fall	Course	Spring
	Sem. Hrs.		Sem. Hrs.
Math 134	3	Literature	3
English 318	3	Speech Communications	3
Biol 106 or 108	4	Art, Music or Theater 101	3
Chemistry 111 and 111L	4	Econ 340	3
		Chemistry 112 and 112L	4
Total Credits	14	Total Credits	16

Junior Year

	Fall		Spring
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Course	Sem. Hrs.	Course	Sem. Hrs.
Humanities Elective	3	History	3
Geography 105 or 215	3	ENVR 201	3
Biology 210	4	Political Science Elective	3
Chemistry 203	4	Sociology 331, 351 or 388	3
		Chemistry 313	4
Total Credits	14	Total Credits	16

Senior Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
ENVR 250	3	Biology Elective	4
Biology Elective	4	Open Elective	3
Physical Science 101	4	Open Elective	3
ENVR 499	1	Open Elective	3
Open Elective	3	Open Elective	3
Total Credits	15	Total Credits	16

FOUR YEAR PLAN FOR ENVIRONMENTAL STUDIES MAJORS

Freshman Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 101	3 or 4	English 102	3
Math 111	3	Sociology 201	3
Political Science 101 or 103	3	Business 150	3
University Life	1	ENVR 102	3
ENVR 101	4	Science Elective	4
Total Credits	14 or 15	Total Credits	16

Sophomore Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Math 134	3	Literature	3
English 318	3	Speech Communications	3
Econ 203	3	Foreign Language 1	3

ENVR 250	3	Econ 204	3
Political Science Elective 1	3	ENVR Elective 1	3
Total Credits	15	Total Credits	15

Junior Year

Fall		Spring	
Course	Sem. Hrs.	Course	Sem. Hrs.
Humanities Elective	3	History	3
Foreign Language 2	3	Foreign Language 3	3
Political Science Elective 2	3	Art, Music or Theater 101	3
Sociology 331, 351 or 388	3	Econ 340	3
Geography 105	3	ENVR Elective 2	3
Total Credits	15	Total Credits	15

Senior Year

Fall		Spring	
Course	Sem. Hrs.	Course	Sem. Hrs.
Sociology 331, 351 or 388	3	Foreign Language 4	3
Geography 215	3	Open Elective	3
Management 341	3	Open Elective	3
ENVR Elective 3	3	Open Elective	3
ENVR 499	1	Open Elective	3
Open Elective	3		
Total Credits	16	Total Credits	15

RATIONALE: These four year plans reflect the addition of the new majors in Environmental Science and Environmental Studies.

E. **MODIFY** BIOL 103 on page 67 of the current catalog:

FROM

103 Environmental Biology (4:3-3) (Does not count toward biology major) F. A study of the needs of human beings for food, energy, and other natural resources and the effects of their actions on the air, water, soil, plants, and other animals. The diversity of life, **plant anatomy and physiology**, ecology and evolution will be included. Throughout the course the process of doing science is emphasized.

TO

103 Introduction to Environmental Science (4:3-3) (Same as ENVR 101, Does not count toward the biology major) A study of the needs of human beings for food, energy and other natural resources and the effects of their actions on the air, water, soil, plants and other animals. The diversity of life, ecology and evolution will be included. Throughout the course the process of doing science will be emphasized. Credit cannot be received for both BIOL 103 and ENVR 101.

RATIONALE: The name change is to reflect the fact that BIOL 103 and ENVR 101 will be cross listed. It also updates the course description to both reflect this and the current course content.

F. **ADD** on page 69 of the current catalog:

440 Ecotoxicology (4:3-3) (Prerequisite: BIOL 105/115 or 107, BIOL 106 or 108, CHEM 201 or CHEM 203, or permission of department) This course discusses environmental contamination, including impacts to health and survival of individual organisms as well as effects on populations and ecosystems. Topics include a survey of major environmental contaminants, physiological effects of contaminants, ecological impacts resulting from pollution, and methods to detect contamination.

442: Wildlife Biology (3) (Prerequisite: BIOL 202, CHEM 112 and 112L or higher, or permission of department) This course will focus on issues associated with wildlife biology. Topics will include: history of wildlife management, natural wildlife populations and communities, invasive species, wildlife and habitat management, wildlife diseases, agriculture and wildlife, and urban wildlife.

RATIONALE: The above classes are being created to support both the Biology major and the new Environmental Science and Environmental Studies degrees discussed above. They represent classes which are crucial courses for those studying issues related to water quality, water contamination and wildlife.

G. **DELETE** on page 63 of the current catalog under Interdisciplinary Programs:

~~Environmental Studies (No major; minor offered for non-science majors; collateral offered for non-science majors and biology majors)~~

H. **DELETE** on pages 65-66 of the current catalog:

~~ENVIRONMENTAL SCIENCE OPTION IN BIOLOGY~~

~~Coordinator: Dr. Jeffrey A. Steinmetz~~

~~The Environmental Science Option in Biology offers students the choice of specialization in environmental science at the undergraduate level.~~

The Environmental Science Option will require the completion of the following courses which include General Education courses, certain core science and mathematics courses, and requirements for the biology major:

Communications	9 hours
English 101 (or 101E/L), 102	6 or 7
Speech Communication 101	3
Social Sciences	9 hours
Political Science 101 or 103	3
Choose two courses: Economics 203, 340	
Geography 105, 215, Sociology 331	6
Humanities	12 hours
History	3
Art 101, Music 101, or Theatre 101	3
Humanities elective	3
Literature	3
Mathematics	6 hours
Mathematics 111 (or 111E), 132, or higher	6
Natural Sciences	61-65 hours
Biology	
Introductory Biology Biology 105/115, or 107 AND 106 or 108	8
Organismal (Plant): one course from Biology 206, 207, 208, 307, 313, or 320	4
Organismal (Animal): one course from Biology 201, 202, 204, 209, 216, 312, 315	4
Ecology: one course from Biology 308, 317, 318, 402, 411, 412	4
Cell Biology: one course from Biology 301, 302, 407	4
Genetics: Biology 401 or 409	4
Senior Seminar: Biology 499	1
One course from Biology 210, Biology 214	3-4
Biology Elective: one course from	
Biology 201, 202, 206, 207, 208, 209, 216, 307, 308, 312, 313, 315, 317, 318, 320, 400, 402, 411, or 412	4
Chemistry	12
Chemistry 111, 111L, 112, 112L, and 201	
Physics Physics 215, 216 (or 200, 201, 202)	8-12
Total Hours Required for Graduation	120

Recommended minor: Chemistry. Consider one additional course from Chemistry 202, 203, 313 to complete the minor in chemistry. Other suggested courses: Chemistry 203, 313, Economics 340, English 318, Geography 105, 215, Math 312, Psychology 302, Sociology 331.

- I. **DELETE** on page 171-172 of the current catalog under Interdisciplinary Programs the section on Environmental Studies:

ENVIRONMENTAL STUDIES

Coordinator: Dr. Jeffrey A. Steinmetz

MAJOR Environmental Science options are offered for biology, chemistry, and physics majors.

MINOR A minor in environmental studies is offered for non-science majors. A 20- to 22-semester-hour minor in environmental studies is offered only for non-science majors and requires the following:

1. Biology 103 Environmental Biology	4
2. Biology 120 Natural History of South Carolina	4
3. Sociology 331 Environment, Power, and Opportunity	3
4. Geography 105 Physical Geography	3
5. Choose two of the following	6-8
a. Geography 205, Geography of South Carolina	3
b. Geography 210 Geography of North America	3
c. Geography 215 Environmental Geography and GIS	3
d. Economics 340 Environmental and Natural Resources Economics (note prerequisite)	3
e. Biology 106 Introduction to Biological Sciences II or Biology 108 Integrated Biological Concepts II	4

COLLATERAL A collateral in environmental studies is offered for non-science majors.

A 13-14 semester-hour collateral in environmental studies is offered only for non-science majors and requires the following:

1. Biology 103 Environmental Biology	4
2. Sociology 331 Environment, Power, and Opportunity	3
3. Choose two of the following	6-7
a. Biology 120 Natural History of South Carolina	4
b. Geography 105 Physical Geography	3
c. Geography 215 Environmental Geography	3
d. Economics 340 Environmental and Natural Resources Economics (note prerequisite)	3

RATIONALE for G-I: With the addition of the new Environmental Science and Studies degrees, the Environmental Science option, as well as the interdisciplinary minor and collateral in Environmental Studies are no longer needed. They will be replaced the new majors and minor/collateral in Environmental Science & Studies listed above.

J. MODIFY on page 60 under the General Education Requirements for Natural Sciences of the current catalog:

FROM

- 6. Natural Science (Laboratories are required with all courses)....
 - a. Biology

- TO**
6. Natural Science (Laboratories are required with all courses)....
a. **Biology or Environmental Science**

RATIONALE: The Environmental Science degree will be housed under biology, and the “new” ENVR 101 class is basically the same as our previous BIOL 103. We want to make sure this class can continue to count for non-majors biology requirements, even with the prefix change.

3. Proposal from the Department of Political Science and Geography

- A. **MODIFY** the course description on page 126 of the current catalog:

FROM

101 United States Government (3) An examination of **the** United States political institutions with particular attention to the principles, processes, structure, and functions of the national government.

TO

101 United States Government (3) An examination of United States political institutions with particular attention to the principles, processes, structure, and functions of the national government. **This course includes an examination of the Declaration of Independence, the U.S. Constitution, the Emancipation Proclamation, and other documents pertinent to the founding of the United States and the African American freedom struggle.**

RATIONALE: To help document FMU compliance with the 2021 REACH ACT which requires all graduating students at public universities to have read, in their entirety: the U.S. Constitution; the Declaration of Independence; the Emancipation Proclamation; five Federalist Papers; and at least one document foundational to the African American freedom struggle.

- B. **MODIFY** the course description on page 126 of the 2021-2022 FMU Catalog:

FROM

103 Introduction to Political Science (3) Introductory study of the normative origins of government, structure and function of different political systems, relations between nation states, and various methods and approaches to the study of politics.

TO

103 Introduction to Political Science (3) Introductory study of the normative origins of government, structure and function of different political systems, relations between nation states, and various methods and approaches to the study of politics. This course includes an examination of the Declaration of Independence, the U.S. Constitution, the Emancipation Proclamation, and other documents pertinent to the founding of the United States and the African American freedom struggle.

RATIONALE: To help document FMU compliance with the 2021 REACH ACT which requires all graduating students at public universities to have read, in their entirety: the U.S. Constitution; the Declaration of Independence; the Emancipation Proclamation; five Federalist Papers; and at least one document foundational to the African American freedom struggle.

C. **MODIFY** Geography 215 on page 124:

FROM

215 Environmental Geography and GIS (3) Introduction to major environmental issues and sustainability through the application of Geographic Information Systems (GIS). Emphasis is on gaining hands-on knowledge about the collection, manipulation, display and analysis of spatial data via the use of desktop GIS software.

TO

215 Introduction to Mapping and GIS (3) Students learn to understand and utilize Geographic Information Sciences/Systems (GIS), which are used to visualize and analyze environmental, social, political, and/or economic phenomena for a location. The course explores GIS technologies through mapping software programs that students will use to collect, organize, manipulate, analyze, and display geographic data as maps. The course also explores issues of privacy and cybersecurity in the collection and publication of geographic information.

RATIONALE: This change is intended to broaden the audience for our GIS (Geographic Information Systems) class. It was previously focused more on environmental applications, but GIS is broadly used in numerous disciplines such as business, sociology, political science, history, etc. These changes better reflect these broad applications of the coursework.

- D. **ADD** a new course under the list of geography courses on page 124 of the 2021-2022 Catalog:

355 Global Environmental Policy and Politics (3) (Prerequisite: Political Science 101 or 103 or Geography 101 or 102) (Same as Political Science 355 and Environmental Science and Studies 355) Students examine how environmental processes interact with social, political, and economic processes and institutions around the world. This course traces the historical and theoretical perspectives that influence global environmental policy and management, explores how multiple identities (e.g. gender, culture, race, and nation) impact the experience of environmental politics, and applies these theoretical and experiential perspectives to contemporary environmental issues (e.g. climate change, resource use, energy policy, and agriculture). Credit cannot be received for both POLI 355/GEOG 355 and ENVR 355.

- E. **ADD** 3 new courses under the list of political science courses on page 126 of the 2021-2022 Catalog:

250 Introduction to Environmental Law (3) (Prerequisite: 101 or 103) (Same as Environmental Science and Studies 250) This class introduces students to the major statutes and policies used to protect humans and the environment, including current challenges related to climate change. The class will additionally look at enforcement issues, the role of the market, and constitutional issues related to environmental regulation. Credit cannot be received for both POLI 250 and ENVR 250.

351 U.S. Environmental Policy and Politics (3) (Prerequisite: 101 or 103) (Same as Environmental Science and Studies 351) Examines the governmental institutions (federal, state, and local), the non-governmental actors and organizations, and the governmental and political processes that interact to shape and create environmental public policy in the United States. Credit cannot be received for both POLI 351 and ENVR 351.

355 Global Environmental Policy and Politics (3) (Prerequisite: 101 or 103) (Same as Geography 355 and Environmental Science and Studies 355) Students examine how environmental processes interact with social, political, and economic processes and institutions around the world. This course traces the historical and theoretical perspectives that influence global environmental policy and management, explores how multiple identities (e.g. gender, culture, race, and nation) impact the experience of environmental politics, and applies these theoretical and experiential perspectives to contemporary environmental issues (e.g. climate change, resource use, energy policy, and agriculture). Credit cannot be received for both POLI 355/GEOG 355 and ENVR 355.

- F. **MODIFY** major requirements of a major in political science on page 125:

FROM

MAJOR

General Track: A major in political science requires the following:

1. Political Science 101, 103, 277, 285, 295, and 24 semester hours of additional course work which must include at least two courses from each of the following groups:

American Politics: Political Science 201, 202, 206, 215, 230, 305, 311, 317, 319, 320, 322, 336, 338, 340

Comparative Politics/International Relations: Political Science 203, 205, 240, 301, 314, 315, 324, 325, 326, 327, 328, 329, 333, 341,

2. Minor/collateral requirements (two options)
 - a) Two 12-hour collaterals approved by the faculty adviser
 - b) An 18-hour minor approved by the faculty adviser

TO

MAJOR

General Track: A major in political science requires the following:

3. Political Science 101, 103, 277, 285, 295, and 24 semester hours of additional course work which must include at least two courses from each of the following groups:

American Politics: Political Science 201, 202, 206, 215, 230, 250, 305, 311, 317, 319, 320, 322, 336, 338, 340, 351

Comparative Politics/International Relations: Political Science 203, 205, 240, 301, 314, 315, 324, 325, 326, 327, 328, 329, 333, 341, 355

4. Minor/collateral requirements (two options)
 - c) Two 12-hour collaterals approved by the faculty adviser
 - d) An 18-hour minor approved by the faculty adviser

G. MODIFY political science international affairs track on page 125:

FROM

Twelve hours of international politics selected from:

Political Science 204 (Political Geography)
Political Science 240 (Introduction to Political Economy)
Political Science 301 (Political Movements and Revolutions)
Political Science 312 (International Law and Institutions)
Political Science 314 (United States Foreign Policy)
Political Science 315 (Politics of War and Security)
Political Science 316 (Violence and Politics)
Political Science 324 (Asian Politics)
Political Science 325 (Latin American Politics)

Political Science 327 (Middle Eastern Politics)
Political Science 328 (Soviet and Russian Politics)
Political Science 329 (Western European Politics)
Political Science 333 (Central and East European Politics)
Political Science 341 (International Political Focus)

TO:

Twelve hours of international politics selected from:

Political Science 204 (Political Geography)
Political Science 240 (Introduction to Political Economy)
Political Science 301 (Political Movements and Revolutions)
Political Science 312 (International Law and Institutions)
Political Science 314 (United States Foreign Policy)
Political Science 315 (Politics of War and Security)
Political Science 316 (Violence and Politics)
Political Science 324 (Asian Politics)
Political Science 325 (Latin American Politics)
Political Science 327 (Middle Eastern Politics)
Political Science 328 (Soviet and Russian Politics)
Political Science 329 (Western European Politics)
Political Science 333 (Central and East European Politics)
Political Science 341 (International Political Focus)
Political Science 355 (Global Environmental Policy and Politics)

RATIONALE for D-G: The above classes add breadth to existing political science and geography offerings and will also support the new Environmental Science and Environmental Studies degrees discussed above. They represent classes which are crucial to understanding and managing today's environmental issues. These changes add the new courses and update major's course lists.

4. Proposal from the Department of English, Modern Languages, & Philosophy

A. **ADD** on page 88 of the current catalog:

316: Environmental Ethics (3) (Same as ENVR 316) This course discusses ethics with specific reference to environmental issues. Specific issues include, among others: obligations to non-human animals, equitable distribution of scarce resources, development, and issues in environmental aesthetics. Credit cannot be received for both PRS 316 and ENVR 316.

RATIONALE: The above class is being created to support the new Environmental Science and Environmental Studies degrees discussed above. Environmental Ethics is a crucial course for those grappling with today's complex environmental issues.

5. Proposal from the School of Education

A. ADD on page 187 of the current online catalog:

Master of Arts in Teaching - Early Childhood Education or Elementary Education (Accelerated Master's Program)

PROGRAM DESCRIPTION:

ACCELERATED MASTER OF ARTS IN TEACHING WITH MAJOR IN EARLY CHILDHOOD EDUCATION

The Accelerated Master of Arts in Teaching with Major in Early Childhood Education is an accelerated graduate program where the student completes one full year of clinical experience while simultaneously earning a Master's degree. These two programs begin with the Spring semester of senior year at the undergraduate level and are completed at the end of the following year. The curriculum for these two programs is focused on providing a more in-depth look at concepts introduced in the undergraduate level, such as understanding educational programs for children of poverty, working with culturally and linguistically diverse students, and developing and implementing action research.

APPLICATION

Accelerated Master's Degree Admission Criteria:

Applicant must have a cumulative GPA of 3.0 or greater, must be a current undergraduate student at FMU, and must submit the following:

- Accelerated Master's Degree Program Application
- Undergraduate Early Childhood Education Program Sheet, completed with all grades for courses taken and signed by advisor
- Two (2) letters of recommendation from university professors

Note: Passing PRAXIS scores by Reading Day of Fall semester of senior year are required for admission.

PROGRAM DESCRIPTION:

ACCELERATED MASTER OF ARTS IN TEACHING WITH MAJOR IN ELEMENTARY EDUCATION

The Accelerated Master of Arts in Teaching with Major in Elementary Education is an accelerated graduate program where the student completes one full year of clinical experience while simultaneously earning a Master's degree. These two programs begin with the Spring semester of senior year at the undergraduate level and are completed at the end of the following year. The curriculum for these two programs is focused on providing a more in-depth look at concepts introduced in the undergraduate level, such as understanding educational programs for children of poverty, working with culturally and linguistically diverse students, and developing and implementing action research.

APPLICATION

Accelerated Master’s Degree Admission Criteria:

Applicant must have a cumulative GPA of 3.0 or greater, must be a current undergraduate student at FMU, and must submit the following:

- Accelerated Master’s Degree Program Application
- Undergraduate Elementary Education Program Sheet, completed with all grades for courses taken and signed by advisor
- Two (2) letters of recommendation from university professors

Note: Passing PRAXIS scores by Reading Day of Fall semester of senior year are required for admission.

RATIONALE: These programs have been designed with local and state needs in mind to develop teacher leaders equipped with the skills necessary to accelerate growth and achievement in rural and underserved districts throughout the state. Programs like The Accelerated Master of Arts in Teaching in Early Childhood and Elementary Education have been in place across other states for more than 15 years, and will help with the teacher pipeline, because 5-year programs have been shown to cut the attrition rate both for induction and mentor teachers.

B. DELETE on page 187 – black box with Master of Arts in Teaching

C. ADD on page 187 of the current online catalog (before gray box with Program for MAT with Major in Learning Disabilities)

Program for Master of Arts in Teaching - Early Childhood Education (Accelerated Master’s Program) (put in gray box)

Coordinator: Dr. Cynthia Nixon

Student must complete 44 hours

Second Semester Senior Year..... 14 hours

- EDUC 529 Classroom and Behavior Management (3)
- EDUC 530 Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom (3)
- EDUC 533 Play and Social Development of Children (3)
- EDUC 534 Observation & Progress Monitoring Practicum (2)
- EDUC 548 Educational Research for the Accelerated Master’s Program (3)

Summer Prerequisites (choose 2 of 4)6 hours

- EDUC 621 Understanding Learning Differences (3)
- EDUC 622 Assessment of Learning and Behavior (3)
- EDUC 624 Behavior Management of Students with Disabilities (3)
- EDUC 628 Planning for Classroom Teachers (3)

Accelerated Master’s Clinical Year.....24 hours

- EDUC 555 Introduction to Educational Programs for Children of Poverty (3)
- EDUC 773 Accelerated Master’s Program Clinical Experience 1 (9)

EDUC 649 Accelerated Master's Program Capstone (3)
EDUC 774 Accelerated Master's Program Clinical Experience 2 (9)

D. ADD on page 187 (before gray box with Program for MAT with Major in Learning Disabilities)

Program for Master of Arts in Teaching - Elementary Education (Accelerated Master's Program) (put in gray box)

Coordinator: Dr. Cynthia Nixon

Student must complete 44 hours

Second Semester Senior Year.....14 hours

EDUC 529 Classroom and Behavior Management (3)
EDUC 530 Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom (3)
EDUC 533 Play and Social Development of Children (3)
EDUC 534 Observation & Progress Monitoring Practicum (2)
EDUC 548 Educational Research for the Accelerated Master's Program (3)

Summer Prerequisites (choose 2 of 4)6 hours

EDUC 621 Understanding Learning Differences (3)
EDUC 622 Assessment of Learning and Behavior (3)
EDUC 624 Behavior Management of Students with Disabilities (3)
EDUC 628 Planning for Classroom Teachers (3)

Accelerated Master's Clinical Year.....24 hours

EDUC 555 Introduction to Educational Programs for Children of Poverty (3)
EDUC 773 Accelerated Master's Program Clinical Experience 1 (9)
EDUC 649 Accelerated Master's Program Capstone (3)
EDUC 774 Accelerated Master's Program Clinical Experience 2 (9)

E. ADD on page 187

EDUC 529 Classroom and Behavior Management (3) This course is designed for teacher candidates in the Accelerated Master's Program. The course is focused on teaching candidates to approach the classroom with a comprehensive plan for implementing positive and proactive classroom management strategies to prevent problem behaviors in the classroom such as structuring the learning environment, building positive relationships with students, and providing effective instruction. Participants will also learn evidence-based intervention techniques and strategies for responding to student behaviors.

EDUC 530 Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom (3) This course is designed to introduce students to concepts and strategies that will prepare them to meet the unique needs of culturally and linguistically diverse (CLD) students in the mainstream

classroom. Participants in this course will study second language acquisition and development, models of teaching (including sheltering and scaffolding) and assessing ELLs, principles of culturally and linguistically responsive teaching, and strategies for engaging families of CLD students. Emphasis will be on developing a repertoire of practical, evidence-based, pedagogical strategies for teaching CLD students in the mainstream classroom through differentiation of instruction to accommodate the educational needs of CLD students.

EDUC 533 Play and Social Development of Children (3) This course provides current and prospective teachers with an overview of the social and emotional development of children and strategies to promote the acquisition of social/emotional skills necessary for participation in a variety of settings. The course will include information in creating learning environments that promote positive interactions and provide for positive experiences, as well as active participation. The course will provide an understanding of play, what it is, and why it is important for young children in their social development, and how it contributes to children's learning and understanding of the world.

EDUC 534 Observation & Progress Monitoring Practicum (2) This course is designed for teacher candidates in the Accelerated Master's Program. The goals of the course are to provide opportunities for teacher candidates to observe K-6 students in their learning environments with a focus on the classroom management techniques being applied and to observe strategies for progress monitoring in student behaviors and in ESL learning. Teacher candidates will be applying knowledge gained in the EDUC 529 and EDUC 530 during their observations.

EDUC 548 Educational Research for the Accelerated Master's Program (3) This course is designed to provide students an introduction to quantitative and qualitative research methods. Skills in understanding and critically analyzing professional educational research will be emphasized. Basics of statistical analysis will be introduced.

F. ADD on page 189

EDUC 649 Accelerated Master's Program Capstone (3) The capstone experience provides students the opportunity to demonstrate a culmination of the acquired knowledge in the program. The experience is offered with a field component to afford students the opportunity to work with P-12 students. In this course students demonstrate how the knowledge and skills learned in their accelerated master's program can be applied directly to improving student achievement. Students will demonstrate this competence through preparation of a Student Learning Objective (SLO).

G. ADD on page 190

EDUC 773 Accelerated Master's Program Clinical Experience 1 (9). This internship is a planned sequence of experiences in the student's area of specialization conducted in an approved school setting under the supervision and coordination of a university supervisor and a cooperating teacher. During internship the student must demonstrate the competencies identified for his/her specific teaching field in an appropriate grade level setting. In addition, the student

participates in 8-10 seminars scheduled throughout the semester. Prerequisite Courses: Approval by Director of Graduate Studies, pre-requisite courses, passing Praxis scores, and a minimum overall 3.0 GPA as outlined in the FMU Catalog.

EDUC 774 Accelerated Master's Program Clinical Experience 2 (9). This internship is a planned sequence of experiences in the student's area of specialization conducted in an approved school setting under the supervision and coordination of a university supervisor and a cooperating teacher. During internship the student must demonstrate the competencies identified for his/her specific teaching field in an appropriate grade level setting. In addition, the student participates in 8-10 seminars scheduled throughout the semester. Prerequisite Courses: Approval by Director of Graduate Studies, successful completion of EDUC 773.

H. CHANGE on page 185

FROM:

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The Francis Marion University School of Education prepares competent and caring teachers.

The School of Education offers the following degree programs:

Master of Education (M.Ed.):

 Learning Disabilities (Special Education)

 Teaching and Learning

Completion of the M.Ed. degree does not lead to initial South Carolina teacher licensure.

Master of Arts in Teaching (M.A.T.) with a major in Learning Disabilities

Completion of the M.A.T. degree leads to initial South Carolina teacher licensure.

TO:

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The Francis Marion University School of Education prepares competent and caring teachers.

The School of Education offers the following degree programs:

Master of Education (M.Ed.):

 Learning Disabilities (Special Education)

 Teaching and Learning

Completion of the M.Ed. degree does not lead to initial South Carolina teacher licensure.

Master of Arts in Teaching (M.A.T.):

Early Childhood Education (Accelerated Master's Program)
Elementary Education (Accelerated Master's Program)
Learning Disabilities

Completion of the M.A.T. degree leads to initial South Carolina teacher licensure.

I. **ADD** on page 187 of the current online catalog:

Master of Arts in Teaching - Multi-Categorical Special Education

PROGRAM DESCRIPTION:

The Francis Marion University (FMU) Multi-Categorical Special Education (Master of Arts in Teaching – M.A.T.) degree is a graduate program with a curriculum focused on preparing entry level practitioners to teach in multi-categorical special education settings who are competent and caring educators, leaders, practitioners, and advocates. Practitioners will engage in coursework covering mild/moderate high-incidence disabilities, such as Emotional and Behavioral Disabilities; Intellectual and Development Disabilities, including Autism Spectrum Disorders.; and/or Specific Learning Disabilities. Curricular themes include the following areas of focus:

- a. Commitment to utilizing and implementing research to practice which strongly reflects the ever-changing nature of the profession's history while subscribing to high standards for incorporating emerging approaches.
- b. Promotion of student-centered (pre-K – 12) concerns to include family-based programming, especially as students transition to a post-secondary environment.
- c. Advancement of literacy, mathematics, life-skills, and community skills across diverse populations of students with mild/moderate disabilities.
- d. Application of research dissemination, including evidence-based practices and high-leverage practices in special education.
- e. Utilization of current technology, including assistive technology, to support the learning of diverse populations of students with mild/moderate disabilities.

APPLICATION

Multi-Categorical Special Education M.A.T. Admission Criteria:

Applicant must have earned a Bachelor's degree in any field and must complete the following steps:

- Graduate Application for Admissions
- Graduate Application fee paid
- Official Academic Transcripts from all colleges and universities attended
- GRE or Miller Analogies Test or Praxis II (PLT) qualifying score submitted
- Two positive letters of professional recommendation addressing the candidate's strengths and ability to succeed in the program

- Written philosophy statement of 300-500 words

COURSE REPETITION

Progression policies in the Multi-Categorical Special Education M.A.T. program will be in compliance with the FMU catalog for graduate programs. In order for a student to successfully progress through the Multi-Categorical program, the student must complete his or her degree within a six-year period; achieve course grades of C or better; and maintain a 3.0 cumulative grade point average for all graduate courses. Only one course repetition within a graduate student's program is permitted. With the approval of the Dean of the School of Education, a course in which a grade of C or F has been attained may be repeated once. The course must be repeated at FMU, and only the higher grade for the repeated course will be calculated in the student's grade point average.

REQUIREMENTS FOR MULTI-CATEGORICAL M.A.T. PROGRAM

The curriculum is designed for students who have a bachelor's degree.

To receive a Multi-Categorical Special Education M.A.T. degree from FMU, a student must fulfill the following requirements:

- Complete 51 graduate credit hours, including 6 hours of Education Foundation Core, 10 hours of Literacy Preparation, and 35 hours of Multi-Categorical Professional Preparation. Of these 51 hours, four courses will be comprised of practicum hours completed in the PK-12 field working with students with mild/moderate disabilities.
- Achieve a 3.0 overall grade point average for all graduate courses.
- Make application for graduation at the beginning of the semester in which the last course will be taken.

RATIONALE: Not only will this program address long-time teacher shortages, particularly in the area of special education, but will also be instrumental in addressing an evolution in the field over time in which we see students with disabilities increasingly included and/or grouped based on needs rather than disability categories themselves. Most importantly, this program will fulfill a particular area of need in our local schools and districts across the state for highly-skilled special educators.

J. ADD on page 187

Program for Master of Arts in Teaching with Major in Multi-Categorical Special Education (make new gray box, list programs in alphabetical order)

Coordinator: Dr. Cynthia Nixon

Students must complete 51 graduate hours

Education Foundation Core

6 hours

PSY 663 Learning Disabilities: Formal and Informal Assessment (3)

EDUC 624 Behavior Management of Students with Disabilities (3)

Literacy Preparation

10 hours

- EDUC 638 Assessment of Reading (3)
- EDUC 639 Practicum: Assessment of Reading (1)
- EDUC 737 Content Area Reading and Writing (3)
- EDUC 745 Teaching Reading and Written Language to Exceptional Learners (3)

Multi-Categorical Professional Preparation 35 hours

- EDUC 759 IEP Development & Transition for Students with Disabilities (3)
- EDUC 760 Introduction to Exceptionalities and Legal Foundations (3)
- EDUC 761 Learning Disabilities: Foundations, Characteristics and Effective Strategies (3)
- EDUC 702 Emotional and Behavioral Disabilities: Foundations, Characteristics and Effective Strategies (3)
- EDUC 703 Intellectual and Developmental Disabilities: Foundations, Characteristics and Effective Strategies (3)
- EDUC 762 Instructional Planning and IEP Implementation for Students with Disabilities (3)
- EDUC 763 Teaching Mathematics to Students with Exceptionalities (3)
- EDUC 712 Methods for Mild/Moderate Disabilities, Grades K-6 (3)
- EDUC 713 Practicum: Methods for Mild/Moderate Disabilities, Grades K-6 (1)
- EDUC 718 Methods for Mild/Moderate Disabilities, Grades 7-12 (3)
- EDUC 719 Practicum: Methods for Mild/Moderate Disabilities, Grades 7-12 (1)
- EDUC 772 Multi-Categorical Special Education: Clinical Experience Internship (6)

K. ADD on page 189

EDUC 702 Emotional and Behavioral Disabilities: Foundations, Characteristics and Effective Strategies (3)

This course is focused on teaching candidates about basic assumptions, foundational theories/conceptual models, etiology, and specific conditions in the area of emotional and behavioral disorders. Participants will learn characteristics and the impact of varied social/emotional and learning needs, and examine effective strategies for addressing the varied academic and behavioral needs of students with emotional and behavioral disorders. The course will also highlight relevant special education laws, screening, identification, measurement, and assessment for instruction and intervention.

EDUC 703 Intellectual and Developmental Disabilities: Foundations, Characteristics and Effective Strategies (3)

This course is focused on teaching candidates about basic assumptions, foundational theories/conceptual models, etiology, and specific conditions in the areas of intellectual disabilities (ID), developmental disabilities (DD), and will also include autism spectrum disorders (ASD). Participants will learn characteristics and the impact of varied social/emotional and learning needs and examine effective strategies for addressing the varied academic and behavioral needs of students with ID, DD, and/or ASD. The course will also highlight relevant special education laws, screening, identification, measurement, and assessment for focused instruction.

EDUC 712 Methods for Mild/Moderate Disabilities, Grades K-6 (3)

This course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with

mild/moderate, high-incidence disabilities in grades K-6. Building on an understanding of the foundations, characteristics, and effective strategies for students with mild/moderate disabilities, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporating all necessary accommodations, modifications, strategies, techniques, and instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Ready (CCR) state standards.

EDUC 713 Practicum: Methods for Mild/Moderate Disabilities, Grades K-6 (1)

This course provides field-based and practical experience with supported application of instructional approaches, strategies, and materials essential to teacher candidates addressing the varied academic and behavioral needs of students with mild/moderate, high-incidence disabilities in grades K-6. Participants will develop and apply their knowledge of explicit instruction, through the use of evidence-based and high-leverage practices, that incorporate all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support learning. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in instructional assessment, planning, delivery, and monitoring of lessons/specially designed instruction tailored appropriately to align with and support progress towards both Individualized Education Program (IEP) goals and College and Career Ready (CCR) state standards. This course requires the completion of a minimum of 40 hours in a South Carolina public school setting. Participants must be placed in a classroom that provides instruction to students with mild/moderate, high incidence disabilities (i.e., Developmental Disabilities [DD]/Intellectual Disabilities [ID], including Autism [ASD]; Emotional and Behavioral Disabilities [EBD/ED]; and/or Specific Learning Disabilities [SLD]) in grades K-6.

EDUC 718 Methods for Mild/Moderate Disabilities, Grades 7-12 (3)

The course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for students with mild/moderate disabilities. This course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with mild/moderate, high-incidence disabilities in grades 7-12. Building on an understanding of the foundations, characteristics, and effective strategies for students with mild/moderate disabilities, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporating all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards.

EDUC 719 Practicum: Methods for Mild/Moderate Disabilities, Grades 7-12 (1)

This practicum course provides field-based and practical experience with supported application of instructional approaches, strategies, and materials essential to teacher candidates addressing the varied academic and behavioral needs of students with mild/moderate, high-incidence disabilities in grades 7-12. Participants will develop and apply their knowledge of explicit instruction, through the use of evidence-based and high-leverage practices, that incorporate all

necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support learning. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in instructional assessment, planning, delivery, and monitoring of lessons/specially designed instruction tailored appropriately to align with and support progress towards both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards. This course requires the completion of a minimum of 40 hours in a South Carolina public school setting. Participants must be placed in a classroom that provides instruction to students with mild/moderate, high incidence disabilities (i.e., Developmental Disabilities [DD]/Intellectual Disabilities [ID], including Autism [ASD]; Emotional and Behavioral Disabilities [EBD/ED]; and/or Specific Learning Disabilities [SLD]) in grades 7-12.

L. ADD on page 190

EDUC 772 Multi-Categorical Special Education: Clinical Experience Internship (6)

This course is a supervised field-based experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have mild-moderate disabilities. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities, to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments includes making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

M. CHANGE on page 178

FROM:

School of Education
Learning Disabilities (Master of Arts in Teaching [M.A.T.] and Master of Education [M.Ed.])
Teaching and Learning (Master of Education (M.Ed.))

TO:

School of Education
Learning Disabilities (Master of Arts in Teaching [M.A.T.] and Master of Education [M.Ed.])
Multi-Categorical Special Education (Master of Arts in Teaching [M.A.T.]
Teaching and Learning (Master of Education (M.Ed.))

N. CHANGE on page 185

FROM:

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The Francis Marion University School of Education prepares competent and caring teachers. The School of Education offers the following degree programs:

Master of Education (M.Ed.):

Learning Disabilities (Special Education)

Teaching and Learning

Completion of the M.Ed. degree does not lead to initial South Carolina teacher licensure.

Master of Arts in Teaching (M.A.T.) with a major in Learning Disabilities

Completion of the M.A.T. degree leads to initial South Carolina teacher licensure

TO:

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The Francis Marion University School of Education prepares competent and caring teachers. The School of Education offers the following degree programs:

Master of Education (M.Ed.):

Learning Disabilities (Special Education)

Teaching and Learning

Completion of the M.Ed. degree does not lead to initial South Carolina teacher licensure.

Master of Arts in Teaching (M.A.T.) with a major in Learning Disabilities **OR Multi-Categorical Special Education**

Completion of the M.A.T. degree leads to initial South Carolina teacher licensure

O. MODIFY on Page 186 (under South Carolina Licensure Requirements)

FROM:

2. Passing scores set by the state of South Carolina on the appropriate examinations (PRAXIS II) – Specialty Area, and (PRAXIS II) – Principles of Learning and Teaching. Scores from these exams must be received by the School of Education prior to the beginning of the supervised internship (Education 770).

TO:

2. Passing scores set by the state of South Carolina on the appropriate examinations (PRAXIS II) – Specialty Area, and (PRAXIS II) – Principles of Learning and Teaching. Scores from these exams must be received by the School of Education prior to the beginning of the supervised internship (**EDUC 770, 772, 773 and 774**).

P. MODIFY on page 189 course title and description for EDUC 745

FROM:

745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3) F, S, SU. (Corequisite of EDUC 746 only for M.Ed.-LD and M.A.T.-LD) This course examines a range of evidence-based practices and methods for teaching reading and written language to at-risk learners and students with specific learning disabilities. Building on understandings of the cognition, memory, and language characteristics of divergent and exceptional learners, participants will learn about development of the following: essential components and foundational skills in reading through explicit instruction in phonemic awareness, alphabetic principle/phonological awareness, fluency, vocabulary, and comprehension; comprehension techniques for a variety of types of text; content area reading; and study skills. The course also covers the relationship between spoken and written language, and reading and writing; strategies for improving students' prerequisite skills for written expression; fluency with skills in spelling, sentence structure, and components of the writing process. This course discusses effective early intervention approaches, strategies for increasing learner motivation and independence, and appropriate usage of technology to support and monitor improved learning outcomes in both reading and writing.

TO:

745 Teaching Reading and Written Language to Exceptional Learners (3) F, S, SU. (Corequisite of EDUC 746 only for M.Ed.-LD and M.A.T.-LD) This course examines a range of evidence-based practices and methods for teaching reading and written language to at-risk learners and students with disabilities. Building on understandings of the cognition, memory, and language characteristics of divergent and exceptional learners, participants will learn about development of the following: essential components and foundational skills in reading through explicit instruction in phonemic awareness, alphabetic principle/phonological awareness, fluency, vocabulary, and comprehension; comprehension techniques for a variety of types of text; content area reading; and study skills. The course also covers the relationship between spoken and written language, and reading and writing; strategies for improving students' prerequisite skills for written expression; fluency with skills in spelling, sentence structure, and components of the writing process. This course discusses effective early intervention approaches, strategies for increasing learner motivation and independence, and appropriate usage of technology to support and monitor improved learning outcomes in both reading and writing.

Q. MODIFY on page 190, course title and description for EDUC 759

FROM:

EDUC 759 IEP Development and Transition for Students with Learning Disabilities (3) (Corequisite: EDUC 762; Prerequisites: EDUC 760 and 761, or permission of the school). This course will emphasize the basic principles of IEP development and transition practices for teaching students with learning disabilities which will include interpreting psycho-educational reports to develop appropriate goals and objectives for IEP development; understanding how differentiated instruction and best practices relate to IEP development and goal mastery for students with learning disabilities; creating and adapting appropriate student performance assessments for IEP goals; understanding how Universal Design for Learning relates to successful IEP goal mastery as a method of accommodating and

modifying instructional strategies for teaching students with learning disabilities; and introducing common transition practices for students with learning disabilities

TO:

EDUC 759 IEP Development and Transition for Students with Disabilities (3) (Corequisite: EDUC 762; Prerequisites: EDUC 760 and 761, or permission of the school). This course will emphasize the basic principles of IEP development and transition practices for teaching students with disabilities which will include interpreting psycho-educational reports to develop appropriate goals and objectives for IEP development; understanding how differentiated instruction and best practices relate to IEP development and goal mastery for students with disabilities; creating and adapting appropriate student performance assessments for IEP goals; understanding how Universal Design for Learning relates to successful IEP goal mastery as a method of accommodating and modifying instructional strategies for teaching students with disabilities; and introducing common transition practices for students with disabilities.

R. MODIFY on page 190, course title for EDUC 760

FROM:

760 Exceptionalities: Characteristics and Legal Foundations

TO:

760 Introduction to Exceptionalities and Legal Foundations

S. MODIFY on page 190, course title for EDUC 761

FROM:

761 Learning Disabilities: Characteristics, Identification, and Placement

TO:

761 Learning Disabilities: Foundations, Characteristics and Effective Strategies

T. MODIFY on page 190, course title and description for EDUC 762

FROM:

762 Instructional Planning and IEP Implementation for Students with Learning Disabilities (3) (Co-Requisite: EDUC 759; Prerequisites: EDUC 760 and 761, or permission of the school). This course will emphasize the basic principles of instructional design as a part of IEP implementation for students with learning disabilities. With primary focus on the development of lesson plans and instructional units for both individual and group instruction, participants will learn to design instruction that targets both students' needs, as indicated by IEP goals, and state content standards for progress within the general education curriculum; use progress monitoring assessment results and data-based decision-making to guide instruction; and select, implement, and individualize appropriate instructional strategies for accelerating progress and improving learning outcomes of students with learning disabilities.

TO:

762 Instructional Planning and IEP Implementation for Students with Disabilities (3) (Co-Requisite: EDUC 759; Prerequisites: EDUC 760 and 761, or permission of the school). This course will emphasize the basic principles of instructional design as a part of IEP implementation for students with disabilities. With primary focus on the development of lesson plans and instructional units for both individual and group instruction, participants will learn to design instruction that targets both students' needs, as indicated by IEP goals, and state content standards for progress within the general education curriculum; use progress monitoring assessment results and data-based decision-making to guide instruction; and select, implement, and individualize appropriate instructional strategies for accelerating progress and improving learning outcomes of students with disabilities.

U. **MODIFY** on page 190, course title and description for EDUC 763

FROM:

763 Teaching Mathematics to Divergent and Exceptional Learners (3) (Prerequisites: Education 760, 761, and 762, or permission of the school; Corequisite of 764 only for M.Ed.-LD/M.A.T.-LD) F, S, SU. This course examines a range of evidence-based practices and methods for teaching mathematics and quantitative reasoning to at-risk learners and students with specific learning disabilities. Building on understandings of the cognition, memory, and language characteristics of divergent and exceptional learners, participants will learn about development of the following: understanding size and spatial relationships; concepts of direction, place value, fractions, decimals, and time; and remembering math facts. The course also covers explicit instruction in skills related to number sense, number systems or counting, basic facts, place value, fractions as numbers, computation of fractions, and algebra. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

TO:

763 Teaching Mathematics to Exceptional Learners (3) (Prerequisites: Education 760, 761, and 762, or permission of the school; Corequisite of 764 only for M.Ed.-LD/M.A.T.-LD) F, S, SU. This course examines a range of evidence-based practices and methods for teaching mathematics and quantitative reasoning to at-risk learners and students with disabilities. Building on understandings of the cognition, memory, and language characteristics of exceptional learners, participants will learn about development of the following: understanding size and spatial relationships; concepts of direction, place value, fractions, decimals, and time; and remembering math facts. The course also covers explicit instruction in skills related to number sense, number systems or counting, basic facts, place value, fractions as numbers, computation of fractions, and algebra. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be

V. **MODIFY** on page 190, course title and description for EDUC 770

FROM:

770 Learning Disabilities: Supervised Internship (9) (Prerequisites: all required courses for the M.A.T. in Learning Disabilities, except program electives; Corequisite: Education 769) F, S. This course is a supervised field based experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have learning disabilities. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments includes making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

TO:

770 Learning Disabilities: **Clinical Experience** Internship (9) (Prerequisites: all required courses for the M.A.T. in Learning Disabilities, except program electives; Corequisite: Education 769) F, S. This course is a supervised **clinical** experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have learning disabilities. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments includes making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

W. MODIFY on page 187, course listing for Program for Master of Education with Major in Learning Disabilities

FROM:

Education Foundation Core 12 Hours

- Education 611 Solving Instructional Problems Using Technology (3)
- Education 622 Assessment of Learning and Behavior (3)
- Education 624 Behavior Management of Students with Disabilities (3)
- Education 648 Educational Research (3)

Literacy Preparation 7 Hours

- Education 637 Foundations of Reading (3)
- Education 638 Assessment of Reading (3)
- Education 639 Practicum: Assessment of Reading (1)

Learning Disabilities Professional Preparation 17 Hours

- Education 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)

Education 746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1)
 Education 760 Exceptionalities: Characteristics and Legal Foundations (3)
 Education 761 Learning Disabilities: Characteristics, Identification, and Placement (3)
 Education 762 Instructional Planning and IEP Development for Students with Learning Disabilities (3)
 Education 763 Teaching Mathematics to Divergent and Exceptional Learners (3)
 Education 764 Practicum –Teaching Mathematics to Exceptional Learners (1)

TO:

Education Foundation Core 12 Hours

Education 611 Solving Instructional Problems Using Technology (3)
 Education 622 Assessment of Learning and Behavior (3)
 Education 624 Behavior Management of Students with Disabilities (3)
 Education 648 Educational Research (3)

Literacy Preparation 7 Hours

Education 638 Assessment of Reading (3)
 Education 639 Practicum: Assessment of Reading (1)
 Education 745 Teaching Reading and Written Language to Exceptional Learners (3)

Learning Disabilities Professional Preparation 17 Hours

Education 746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1)
 Education 759 IEP Development and Transition for Students with Disabilities (3)
 Education 760 Introduction to Exceptionalities and Legal Foundations (3)
 Education 761 Learning Disabilities: Foundations, Characteristics, and Effective Strategies (3)
 Education 762 Instructional Planning and IEP Development for Students with Disabilities (3)
 Education 763 Teaching Mathematics to Exceptional Learners (3)
 Education 764 Practicum –Teaching Mathematics to Exceptional Learners (1)

X. **MODIFY on page 187**, course listing for Program for Master of Arts in Teaching with Major in Learning Disabilities

FROM:

Education Foundation Core 12 Hours

Education 611 Solving Instructional Problems Using Technology (3)
 Education 621 Understanding Learning Differences (3)
 Education 622 Assessment of Learning and Behavior (3)
 Education 624 Behavior Management of Students with Disabilities (3)
 Education 648 Educational Research (3)

Literacy Preparation 10 Hours

Education 637 Foundations of Reading (3)
 Education 638 Assessment of Reading (3)

Education 639 Practicum: Assessment of Reading (1)
Education 737 Content Area Reading and Writing (3)

Learning Disabilities Professional Preparation 29 Hours

Education 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)
Education 746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1)
Education 759 IEP Development and Transition for Students with Learning Disabilities (3)
Education 760 Exceptionalities: Characteristics and Legal Foundations (3)
Education 761 Learning Disabilities: Characteristics, Identification and Placement (3)
Education 762 Instructional Planning and IEP Implementation for Students with Learning Disabilities (3)
Education 763 Teaching Mathematics to Divergent and Exceptional Learners (3)
Education 764 Practicum –Teaching Mathematics to Exceptional Learners (1)
Education 770 Learning Disabilities: Supervised Internship (9)

TO:

Education Foundation Core 12 Hours

Education 611 Solving Instructional Problems Using Technology (3)
Education 621 Understanding Learning Differences (3)
Education 622 Assessment of Learning and Behavior (3)
Education 624 Behavior Management of Students with Disabilities (3)
Education 648 Educational Research (3)

Literacy Preparation 10 Hours

Education 637 Foundations of Reading (3)
Education 638 Assessment of Reading (3)
Education 639 Practicum: Assessment of Reading (1)
Education 737 Content Area Reading and Writing (3)

Learning Disabilities Professional Preparation 29 Hours

Education 745 Teaching Reading and Written Language to Exceptional Learners (3)
Education 746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1)
Education 759 IEP Development and Transition for Students with Disabilities (3)
Education 760 Introduction to Exceptionalities and Legal Foundations (3)
Education 761 Learning Disabilities: Foundations, Characteristics, and Effective Strategies (3)
Education 762 Instructional Planning and IEP Development for Students with Disabilities (3)
Education 763 Teaching Mathematics to Exceptional Learners (3)
Education 764 Practicum –Teaching Mathematics to Exceptional Learners (1)
Education 770 Learning Disabilities: Clinical Experience Internship (9)

RATIONALE: Cleaning up, clarifying, and modifying based on previous program changes, creation of a new program, and evolution over time in the field as well as local, district, and state needs regarding highly-skilled special education teachers. Divergent specification being removed as the program no longer exists, and learning disabilities specification being removed in instances where the content applies to all of special education, not only learning disabilities.

Y. **MODIFY** on page 187, the description of EDUC 555

FROM:

555 Introduction to Educational Programs for Children of Poverty (3) (Prerequisite: Permission of the Graduate School of Education). This course and its required field assignments are designed to provide graduate students with an initial study of issues related to life in poverty and the impact poverty has on teaching and learning. The course includes an introductory study of six standards for teachers of children of poverty, including the following: life in poverty; the classroom community; family and community partnerships; curriculum design, instructional strategies and assessment; relationship-driven classroom management; and teachers as learners, leaders and advocates to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty. This course is required for all Center of Excellence Scholars.

TO:

555 Introduction to Educational Programs for Children of Poverty (3) (Prerequisite: Permission of the Graduate School of Education). This course and its required field assignments are designed to provide graduate students with an initial study of issues associated with life in or of poverty and the potential impact absence of resources may have on teaching and learning. It includes a focused study of socio-emotional issues viewed through the lens of cognitive neuroscience. Graduate students develop, implement, and analyze a series of original action research studies centered on the impact of resources, stress and school success, classroom community, relationship-driven classroom management, and motivation. The role of teachers as learners, leaders, and advocates in schools serving large numbers of children in or of poverty is emphasized.

RATIONALE:

The content of EDUC 555 has evolved over time, and the changes to the course description better define the specific topics of study that are now a focus in this course. Additionally, this course is not required for all Center of Excellence Scholars.

Z. **MODIFY** on page 188, the description of EDUC 599

FROM:

599 Teaching and Assessing Children of Poverty (3) (Prerequisite: Education 555 or permission of the Graduate School of Education). This course and its required clinical experiences are designed to provide graduate students with focused study of purposeful teaching and assessment, specifically as they relate to children of poverty. It includes use of the Revised Bloom's Taxonomy to facilitate an understanding of the cognitive processes and types of knowledge uniquely represented and aligned with the six mandated Teaching Children of Poverty Standards and eight

strategies. Students will engage in an in-depth study of the Action Research process, followed by use of the model to methodically develop, implement, and assess instructional strategies. Authentic formative and summative assessment processes will be explored, and data collected from these measures will be used to study the effectiveness of in-class instruction and assessment in schools serving children of poverty.

TO:

599 Teaching and Assessing Children of Poverty (3) (Prerequisite: EDUC 555 or Permission of the Graduate School of Education). This course and its required field assignments are designed to provide graduate students with a focused study of teaching and assessing viewed through the lens of the cognitive neuroscience and specifically in terms of the needs of under-resourced learners. Graduate students develop, implement, and analyze a series of original action research studies centered on the impact of key pedagogical issues, including background knowledge, formative feedback and summative assessments, motivation and mindsets, strategic questioning, differentiation and rigor, executive function, homework, and grading practices. The role of teachers as learners, leaders, and advocates in schools serving large numbers of children in or of poverty is emphasized.

RATIONALE:

The content of EDUC 599 has evolved over time, and the changes to the course description better define the specific topics of study that are now a focus in this course.

AA. **MODIFY** on page 188, the description of EDUC 635

FROM:

635 Family-School-Community Partnerships in High Poverty Schools (3) (Prerequisite: Education 555 or permission of the school). F, S, SU. This course and its required field experiences are designed to provide graduate students with a focused study of the nature and results of family, school, and community partnerships in high poverty schools. High impact approaches for organizing and sustaining school-based programs of family and community engagement will be explored. Students will develop and implement goal-oriented family, school, and community partnership programs in the classroom setting.

TO:

635 Family-School-Community Partnerships in High Poverty Schools (3) (Prerequisite: Education 555 or permission of the Graduate School of Education) F, S, SU. This course and its required field experiences are designed to provide graduate students with a focused study of the theory and practice of family, school, and community partnerships specifically in terms of the needs of under-resourced learners and their families. High impact approaches for organizing and sustaining school-initiated programs of family and community engagement are explored. Graduate students develop, implement, and analyze a series of original action research studies centered on the application of goal-oriented family, school, and community partnership practices in school and classroom settings. The role of teachers as learners, leaders, and advocates in schools serving large numbers of children in or of poverty is emphasized.

RATIONALE:

The content of EDUC 635 has evolved over time, and the changes to the course description better define the specific topics of study that are now a focus in this course.

BB. **MODIFY** on page 188-189, the description of EDUC 636

FROM:

636 Language, Literacy, and Poverty (3) (Prerequisite: Education 555 or permission of the school) F, S, SU. This course and its required field-based action research experiences are designed to provide graduate students with a focused study and application of theories and models of the reading process as they apply to children of poverty. Graduate students explore the impact of life with limited resources on brain development, specifically as it relates to language and literacy. Developmental reading and writing and reading and writing across the curriculum are practiced in high poverty settings. Research-based and authentic language and literacy assessment practices that provide a basis for instructional decisions for high poverty students are implemented in the field setting.

TO:

636 Language, Literacy, and Poverty (3) (Prerequisite: Education 555 or permission of the Graduate School of Education) F, S, SU. This course and its required field assignments are designed to provide graduate students with a focused study of theories of language and literacy issues viewed through the lens of cognitive neuroscience and the science of reading, specifically in terms of the needs of under-resourced learners. Graduate students develop, implement, and analyze a series of original action research studies centered on the application of language and literacy issues, including explicit reading instruction, reading and writing across the curriculum, and assessment practices that provide a basis for instructional decisions. The role of teachers as learners, leaders, and advocates in schools serving large numbers of children in or of poverty is emphasized.

RATIONALE:

The content of EDUC 636 has evolved over time, and the changes to the course description better define the specific topics of study that are now a focus in this course, including a strong focus on the science of reading and its impact on literacy-focused instruction.

CC. **ADD** on page 148 of the current catalog after the “Adding an Endorsement to an Early Childhood Degree” section:

ACCELERATED MASTER OF ARTS IN TEACHING WITH MAJOR IN EARLY CHILDHOOD EDUCATION

The Accelerated Master of Arts in Teaching with Major in Early Childhood Education is an accelerated graduate program where the student completes one full year of clinical experience while simultaneously earning a Master’s degree. For more information on this program, see the section under Graduate Education Programs.

RATIONALE: The degree is available to undergraduate teacher candidates in the Early Childhood Education program, beginning their second semester of their senior year. The degree is a graduate level degree, and thus is described in further detail under the School of Education graduate programs. In efforts to inform the teacher candidates, a note in the undergraduate section is needed.

DD. **ADD** on page 149 of the current catalog after the “Adding an Endorsement to an Elementary Education Degree” section:

ACCELERATED MASTER OF ARTS IN TEACHING WITH MAJOR IN ELEMENTARY EDUCATION

The Accelerated Master of Arts in Teaching with Major in Elementary Education is an accelerated graduate program where the student completes one full year of clinical experience while simultaneously earning a Master’s degree. For more information on this program, see the section under Graduate Education Programs.

RATIONALE: The degree is available to undergraduate teacher candidates in the Elementary Education program, beginning their second semester of their senior year. The degree is a graduate level degree, and thus is described in further detail under the School of Education graduate programs. In efforts to inform the teacher candidates, a note in the undergraduate section is needed.

6. Proposal from the Honors Program

A. **MODIFY** on page 169 of the current catalog:

FROM

397 Honors Colloquium (3) (Prerequisite: Completion of 12 or more hours of Honors courses or permission of Honors Director.) Deals with special topics from an interdisciplinary point of view and provides Honors students with the opportunity to examine subjects which do not fall completely within the purview of any one department or school. Carries elective but not departmental or school credit. May be taken for credit no more than twice. Grades below B do not count toward credit for the Honors degree, although they do count toward regular University degree requirements. Honors Nursing majors may take IPHC 500 Rural Healthcare as a substitute for Honors 397 Colloquium. Honors students successfully completing a study-abroad semester may apply 3 upper-division transfer hours toward the 397 Colloquium with permission of the Director of FMU Honors.

TO

397 Honors Colloquium (3) (Prerequisite: Completion of 12 or more hours of Honors courses or permission of Honors Director.) Deals with special topics from an interdisciplinary point of view and provides Honors students with the opportunity to examine subjects which do not fall completely within the purview of any one department or school. Carries elective but not departmental or school credit. May be taken for credit no more than twice. Grades below B do not count toward credit for the Honors degree, although they do count toward regular University degree requirements. Honors Nursing majors may take IPHC 500 Rural Healthcare or IPHC 380 Introduction to Public Health as a substitute for Honors 397 Colloquium. Honors students successfully completing a study-abroad semester may apply 3 upper-division transfer hours toward the 397 Colloquium with permission of the Director of FMU Honors.

RATIONALE: This addition provides more flexibility for Nursing students attempting to complete their degrees With University Honors; there are currently about 30 such students, or 15% of the Honors population. At present, IPHC 500 Rural Health Care does not reasonably fit into some students' degree tracks. IPHC 380 was chosen on the recommendation of the chair of the Department of Healthcare Administration and the Dean of the School of Health Sciences.

B. **MODIFY** on p. 169 of the current catalog:

FROM

The mission of FMU Honors is to provide the University's highest-performing, most accomplished and motivated students with a unique curriculum and enhanced educational opportunities that reward inquiry, stimulate learning, and promote community outreach initiatives. FMU Honors reflects the University's commitment to innovative instruction, a low student-to-faculty ratio, and out-of-classroom service and experience. FMU Honors is open to students with strong academic records who submit acceptable applications. (Other students may petition for admission to a specific Honors Course.) First-semester freshman applicants **must have achieved a minimum score of 1160 on the SAT (Evidence-Based Reading & Writing and Math), a minimum composite score of 24 on the ACT, or have distinguished themselves in other ways as deserving of Honors admission.** Second-semester freshmen must have earned a grade point average of 3.0 or above to become or remain eligible for Honors. Sophomores, juniors and seniors with an overall grade point average of 3.25 or above are eligible to apply for admission to Honors. Transfer students whose applications are approved may petition for up to 12 hours of transfer Honors credit from NCHC-affiliated institutions. Exchange students from FMU's international exchange partners are eligible for Honors and may register for Honors courses (as available).

TO

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RATIONALE: Like the University's admission office, Honors has begun considering other measures of preparedness in addition to or instead of test scores, since COVID has made taking those tests problematic or impossible for many students. Also, many universities and Honors program are moving away from the test-score-only gateway and allowing for more holistic criteria.

7. Proposal from the Department of Psychology

- A. **MODIFY** on page 122 of the current catalog, the requirements for enrollment in PSYC-270:

FROM

270 Beginning Supervised Student Research (1:3) (Prerequisite: Permission of department.) F, S, SU. This introduction to the laboratory practice of research methods in psychology provides students with familiarity in the basic techniques of data entry and conducting research protocols in the context of ongoing department research. Regular weekly lab meetings will include discussions of special topics. Students may earn a maximum of three-credit hours in 270/370 combined.

TO

270 Beginning Supervised Student Research (1:3) (Prerequisite: Instructor approval, permission of department, and PSYC-206) F, S, SU. This introduction to the laboratory practice of research methods in psychology provides students with familiarity in the basic techniques of data entry and conducting research protocols in the context of ongoing department research. Regular weekly lab meetings will include discussions of special topics. Students may earn a maximum of three-credit hours in 270/370 combined.

RATIONALE: The purpose of PSYC-270 is to provide undergraduate students the opportunity to learn more about the research process through involvement in a faculty member's lab. As

such, the faculty member must give approval for a student to participate in the faculty member's lab as part of PSYC-270. Otherwise, it is possible for students to sign up for the course without ensuring that the student has Instructor approval, that research assistants are needed for the semester in which the student wishes to take the course, or that the student meets the criteria for research assistants in the faculty member's lab. In addition, students must have completed and passed PSYC-206 prior to enrolling in PSYC-270.

B. **MODIFY** on page 124 of the current catalog, the requirements for enrollment in PSYC-370:

FROM

370 Intermediate Supervised Student Research (2:6) or (1:3) (Prerequisite: 302 and permission of department.) F, S, or SU. Directed research in psychology guides students in detailed laboratory work such as behavioral coding of department research projects. Regular weekly lab meetings will include discussions of special topics and allow students to develop their own research questions. Students may earn a maximum of three credit hours in 270/370 combined.

TO

370 Intermediate Supervised Student Research (2:6) or (1:3) (Prerequisite: Instructor approval, permission of department, and PSYC-302) F, S, or SU. Directed research in psychology guides students in detailed laboratory work such as behavioral coding of department research projects. Regular weekly lab meetings will include discussions of special topics and allow students to develop their own research questions. Students may earn a maximum of three credit hours in 270/370 combined.

RATIONALE: The purpose of PSYC-370 is to provide undergraduate students the opportunity to learn more about the research process through involvement in a faculty member's lab. As such, the faculty member must give approval for a student to participate in the faculty member's lab as part of PSYC-370. This is in addition to receiving department permission and successful completion of PSYC-302 prior to the student's enrollment in the course. Otherwise, it is possible for students to sign up for the course without ensuring that the student has Instructor approval, that research assistants are needed for the semester in which the student wishes to take the course, or that the student meets the criteria for research assistants in the faculty member's lab.

C. **MODIFY** on page 124 of the current catalog, the requirements for enrollment in PSYC-470:

FROM

470 Senior Research (3) (Prerequisite: Senior standing and one Experimental Core course) F, S, or SU. Directed psychological research under the supervision of faculty member. Research content will vary depending upon faculty and student's research interests. All individual research is reviewed by a faculty committee.

TO

470 Senior Research (3) (Prerequisite: Instructor approval, permission of department, PSYC-302, and senior standing) F, S, or SU. Directed psychological research under the supervision of faculty member. Research content will vary depending upon faculty and student's research interests. All individual research is reviewed by a faculty committee.

RATIONALE: The purpose of PSYC-470 is to provide undergraduate students the opportunity to learn more about the research process through involvement in a faculty member's lab, supervision as they complete their own independent project, and eventual presentation of the research to a faculty committee. As such, the faculty member must give approval for a student to participate in the faculty member's lab as part of PSYC-470. This is in addition to receiving department permission and successful completion of PSYC-302 prior to the student's enrollment in the course. Otherwise, it is possible for students to sign up for the course without ensuring that the student has Instructor approval, that research assistants are needed for the semester in which the student wishes to take the course, or that the student meets the criteria for completing this course. This also removes the Experimental Core class requirement, as the Experimental Core is no longer a part of the undergraduate psychology major requirements.

8. Proposal from the Academic Affairs Committee

- A.** To make the review of the annual General Education Report more efficient, the committee proposes that all flowcharts associated with such review, such as the one adopted by the Faculty in 2005, be discarded. In place of the flowcharts, it is proposed that a simplified process be followed in which the Institutional Effectiveness Committee delivers the annual report to the Academic Affairs Committee who in turn reports its findings to the Senate.

Appendix A: Flow Chart for Process of General Education Assessment

